

Grade

3

Phonemic Awareness and Phonics

## Lesson Plan 4

Term 1

Lesson 4

Title:

Group 11 Consonant blends

Aims:

The learners develop and practise:

- Phonemic awareness and phonics knowledge with the phonemes: **qu, ou, oi, ue, er, ar**
- Decoding and spelling skills
- New sight words
- Decoding and spelling skills
- Reading and writing sentences
- Language usage skills – punctuation
- Reading and writing sentences
- Writing their own short stories

Age/Level:

8–9 years (Gr 3 South Africa)

Time:

30 minutes per week x 2 weeks

Materials:

Chant: *"Ouch!"*  
Phonics cards with pictures  
Letter cards  
Flash cards  
Real objects (realia)  
Audio recordings – chants and phonics cards  
Photocopies of Phonics 4 Activities 1 & 2  
Stationery

**Introduction:**

Listening and Speaking  
(5 minutes)

Use the chant: *"Ouch!"*

(NB: Listen to the audio clip and practise the chant before the lesson as part of your preparation)

- Display the pdf of the chant and play the audio clip
- Say the chant with the learners pointing to the words
- Learners repeat after and then with you
- Practise and say this chant at least 3 times

**New knowledge:**

Phonemic Awareness and  
Phonics  
(20 minutes)

**Session 1**

**How to teach phonemic awareness and phonics:  
(see Teacher notes)**

**1. Revision:**

- Vowel digraphs and consonant blends and digraphs

**2. Phonics chart and audio:**

- Point at the pictures on the phonics chart and play the audio
- Learners repeat the sound and the word with the audio clip

**3. Main activity:**

- Teaching the consonant blends (beginnings):
  - **sk** as in sk-ip
  - **sp** as in sp-ell
  - **st** as in st-op
- Make and spell words with the consonant blend beginnings:
  - **sk, sp, st**
- Word families:

<b>sk</b>	<b>sp</b>	<b>st</b>
skin	span	stab
skip	spin	step
sky	split	stop
skill	spot	stiff
skull	spend	still
skid	spill	steep
skate	spell	stick

**4. Sentence cards:**

- Read sentence cards with the class:

I can skip and spin with the stick.

I can spell skull and sky.

Stop! Do not spit there.

- Whole class reads each sentence 3 times
- Encourage individuals/small groups of learners to read the sentences and perform actions
- Learners copy the sentence cards and draw pictures for each sentence in classwork books

**End the lesson:**

- Phonics 4 Activity 1: Making words, spelling, reading and comprehension, language usage
- Explain how to do Activity 1 during the GGR session

**Conclusion:**  
(5 minutes)

Repeat the chant: “*Ouch!*”

**Assessment:****See Teacher notes: Assessment Activities**

Use Phonics 4 Activity 1 as a Formal Assessment Activity for Term 1

**Further ideas and resources:**

South Africa: DBE EFAL Workbook Book 1 Term 1 & 2 (2022 edition) pages 17–21

**New knowledge:**

Phonemic Awareness and Phonics  
(20 minutes)

**Session 2****1. Review:**

- Consonant blends and digraphs

**2. Use the chant: “*Ouch!*”**

(NB: Listen to the audio clip and practise the chant before the lesson as part of your preparation)

**3. Main activity:**

- Make words with the consonant blends (beginnings):
  - **tw** as in tw-ig
  - **sm** as in sm-i-le
  - **sc** as in sc-ab
  - **sn** as in sn-ail
- Make and spell words with the consonant blend (beginnings):
  - **tw, sm, sc, sn**

- Word families with:

<b>tw</b>	<b>sm</b>	<b>sc</b>	<b>sn</b>
twig	small	scab	snap
twin	smell	scan	snip
tweet	smash	scoop	sniff
twice	smile	scar	snail
twirl	smooth	scare	snack
twenty	smart	school	snake

#### 4. Sentence cards:

Read sentence cards with the class:

The snacks smell nice.

I have a scar on my hand.

We picked up the snails with the twigs.

The twins were not scared of the small snake.

- Whole class reads each sentence 3 times
- Encourage individuals/small groups of learners to read the sentences and perform actions
- Learners copy the sentence cards and draw pictures for each sentence in classwork books

#### End the lesson:

- Phonics 4 Activity 2: Making words, reading and writing stories
- Explain Activity 2 in the GGR session (see Teacher notes)

**Conclusion:** Repeat the chant: “Ouch!”

#### Assessment:

#### Assessment Activities

- Making words, word recognition, spelling, reading and comprehension, language usage
- Phonics 4 Activity 1 can be used as a Formal Assessment Activity for Term 1

#### Further ideas and resources:

South Africa: DBE EFAL Workbook Book 1 Term 1 & 2 (2022 edition) pages 17–21

## Assessment Activities

Main Activity	What will be assessed?	How will it be assessed?	Recording Tool
Phonemic Awareness and Phonics	<ul style="list-style-type: none"><li>Blending and segmenting with the consonant blends: sk, sp, st, tw, sm, sc, sn</li></ul>	Oral and practical, written recording	Checklist & Activities 1 & 2
	<ul style="list-style-type: none"><li>Word recognition and spelling, language usage</li></ul>	Oral, practical and written recording	Activities 1 & 2
	<ul style="list-style-type: none"><li>Reading, comprehension and writing</li></ul>	Oral, practical and written recording	Activities 1 & 2
	<ul style="list-style-type: none"><li>Activity 1: Formal Assessment Activity for Term 1</li></ul>		